Ten Critical Transition Support Strategies

Research has been conducted to identify and socially validate critical components common to effective strategies to support the transition from school to adult life. Hughes, et al, conducted a comprehensive literature review and analyzed the articles to locate all student support strategies investigated or discussed in each article.

The attached table summarizes those practices and provides examples of each support strategy.

An additional column has been added for discussion at the Transition Round Tables, November 2008, to allow participants to add additional examples relevant to specific caseloads.

Reference:

Wehmeyer, M., Agran, M., Hughes, C. (1998). *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition*. Maryland: Brooks Publishing Company.

| Support Strategy | Definition | Example | Example |
|--|---|--|---------|
| Teach social skills. | Teach students social behaviors that facilitate interactions with significant others in a manner considered socially appropriate. | A student initiates conversation with peers without disabilities while at lunch or between classes. | |
| Teach self- management and independence. | Teach students self- management skills to enable them to perform expected behaviors more independently. | Using pictures of household tasks while cleaning her home, a young woman looks at a picture, performs the task, records completion of the task, and moves on to the next task. | |
| Identify independence objectives. | Survey students' environments (e.g., home, community, school, work) through observation and by interviewing students and significant others to identify areas in which performance is not consistent with expectations. | In a restaurant in which the student works, ask the supervisor to identify specific tasks that the student is not performing consistently when serving food. | |

| Support Strategy | Definition | Example | Example |
|---------------------------|--------------------------------------|--|---------|
| Assess social | Assess students' | A student compares | |
| acceptance. | acceptance of | her evaluation of her | |
| | everyday performance | attendance at school | |
| | via evaluations | with her teacher's | |
| | completed by | evaluation. | |
| | students, teachers, | | |
| | employers, and others | | |
| | and by comparing | | |
| | student's performance | | |
| Identify as weller | to that of peers. | Co wallons and | |
| Identify co-worker, | Identify individuals who may provide | Co-workers are | |
| peer, and family support. | supports for a student | identified who may assist a new employee | |
| Support. | at home, school, work, | in learning required job | |
| | or in the community. | skills and who may | |
| | or in the community. | interact socially with the | |
| | | employee during | |
| | | breaks or lunch. | |
| Identify students' | Identify students' | Observe a graduating | |
| preferences and | expectations and | senior's participation in | |
| choices | preferences with | his or her chosen | |
| | respect to daily living, | recreation activity | |
| | and support choice | during free time over a | |
| | making by | 2-week period. | |
| | observations and | | |
| | interviews with | | |
| | students and other | | |
| | stakeholders. In | | |
| | addition, assess | | |
| | students' choice- | | |
| | making and decision – | | |
| | making skills. | | |

| Support Strategy | Definition | Example | Example |
|------------------------|-------------------------|--------------------------|---------|
| Monitor social | Establish a continuous | A schedule is | |
| acceptance across | schedule by which the | established in which an | |
| time. | student, teachers, | employee's job | |
| | employers, co- | supervisor completes | |
| | workers, and | evaluation of | |
| | significant others | employee's social | |
| | evaluate acceptance | behavior on a weekly | |
| | of student's | basis. Supervisor | |
| | performance. Use | discusses each | |
| | evaluations to identify | evaluation with the | |
| | and discuss | employee, including | |
| | discrepancies | areas that differ from | |
| | between observed | the supervisor's | |
| | and expected | expectations. | |
| | performance. | | |
| Identify environmental | Identify naturally | A man employed in | |
| support. | occurring cues in the | housekeeping in a | |
| | student's workplace | motel learns to empty | |
| | and other | wastebaskets when | |
| | environments that will | they are overflowing | |
| | support him or her in | with trash. | |
| | initiating and | | |
| | completing expected | | |
| | and desired behavior. | | |
| Match support to the | Match existing support | An employee fails to | |
| student's needs. | identified to those | take breaks or return to | |
| | areas in which the | his or work station on | |
| | student needs | time. The employee is | |
| | support. | taught to go on break | |
| | | when co-workers leave | |
| | | their job stations and | |
| | | return to work when co- | |
| | | workers do. | |

| Support Strategy | Definition | Example | Example |
|--|---|--|---------|
| Teach choice making and decision making. | Teach the student skills that are necessary to make choices and decisions and to express preferences, and provide opportunity to exercise choice. | A high school sophomore chooses to work in a child care center rather than a fast-food restaurant. | |